



The University of Western Ontario
SOCIOLOGY 3308F-001
WORK AND HEALTH ACROSS
THE LIFE COURSE

Fall 2022

Tuesdays 1:30-4:30, B&GS-1056

Delivery Method - in-person

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Office Hours: By appointment

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Course Description

Work, whether paid employment or unpaid domestic labor, impacts all facets of life, including socioeconomic status, family, and well-being. This course explores the relationship between social structures related to work and physical and mental health across the life course from a sociological perspective. Connections between work and health may differ from young to old age, and experiences at younger ages may set us on trajectories of advantage or disadvantage. Throughout the course we will pay particular attention to the ways social inequalities related to work (by class, race/ethnicity, and gender) produce differences in health outcomes.

Prerequisite(s): Third or fourth year standing in a module in the Department of Sociology, BMOS. BMOS students must have completed 1.0 from: Sociology 1020, Sociology 1021E, Sociology 1024A/B, Sociology 1026F/G, Sociology 1027A/B.

Unless you have either the prerequisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. The decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Anti-requisite(s): none.

Learning Outcomes:

At the end of this course the successful student will be able to:

- Identify and explain the relationship between work and health across the life course using a sociological lens.
- Demonstrate knowledge of key concepts and the ways in which social change affects work and health inequality.

- Write a paper that utilizes course concepts and makes an evidence-based, sociological argument regarding the intersection of work and health as well as variations by occupational and social location.

Expectations:

- 1) Students are expected to attend all lectures and are responsible for all material presented in lectures and from course readings. Class sessions include lectures, discussion, and in-class exercises designed to help you understand assigned readings. You are responsible for the material covered in the readings, even if the material is not reviewed in class. Lectures will often cover material not discussed in the course readings and will reference material from additional readings - for which you are responsible.
- 2) You are encouraged to participate in class discussions and raise questions throughout class.
- 3) You should do the assigned readings in preparation for class on the date indicated on the course outline.

Required Text (s):

No textbook will be used. Articles are assigned weekly. A list of readings and options for accessing them will be discussed in class. Each week students will be expected to read 30 to 50 pages of material.

Method of Evaluation:

The evaluation methods described in the course outline are essential requirements for the course.

Assessment	Date	Weight
Midterm test (during class time, in regular classroom)	Due: October 25	35%
Final Paper	Due: December 6	35%
Final exam	TBD	30%

Exams

Exams will consist of multiple-choice and short essay questions covering the lectures, films, and reading assignments. You are responsible for all the material in the assigned readings even if this material is not covered in class. The final exam covers the material covered after the midterm and is **NOT** cumulative. You cannot use electronic devices during exams. Please write legibly – answers that the instructor cannot read will not be graded.

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Absence from Exams

Students with an approved absence from an in-class test or exam will be required to write a makeup exam. Course professor or teaching assistant(s) may not be available to respond to questions during the makeup exam. Students should be aware that the make-up test will not necessarily be in the same format, be of the same duration, or cover the same material as the original test.

Essay Assignment

This assignment involves applying the sociological tools and knowledge that you gain in this course to understand the intersection of work and health in an individual's life. Papers must be at least 12 pages in length excluding references. You are required to upload your final assignment to OWL for TurnItIn evaluation. **Please submit assignment in Microsoft Word document format.** Detailed instructions for the assignment will be provided in class. Unexcused late papers will be penalized 5% per day.

Note: All written work (including exams) is expected to meet the standards of university work. Grades will be based on mechanics, style, and clarity, in addition to ideas. This is a sociology class, so the major focus will be on applying sociological perspectives and frameworks to your paper. Clarity in thought is related to clear writing, and the grading will reflect this. Marks are based on the following:

- A+ = outstanding work that far exceeds basic requirements
- A = outstanding work that significantly exceeds basic requirements
- B = work that exceeds basic requirements
- C = work that satisfies course requirements in all respects (average)
- D = substandard work
- F = performance that fails to meet course requirements

How to Contact Me:

Email is the best way to contact me. During weekdays, allow for 24 hours for a response. During weekends, allow for 48 hours. Please do not email me with questions that can be answered by referring to this course outline, or to Western's website.

Class updates will be communicated via OWL. Students are responsible for checking the course OWL site (<http://owl.uwo.ca>) for news and updates. This is the primary method by which information will be disseminated to all students in the class.

Contingency plan for an in-person class pivoting to 100% online learning:

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, affected course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Student Absences:

If you are unable to meet a course requirement due to illness or other serious circumstances, please follow the procedures below.

Assessments worth 10% or more of the overall course grade:

For work totaling 10% or more of the final course grade, students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible.

Absences from Final Examinations:

Students must provide valid medical or supporting documentation to their Home Faculty Academic Counselling Office as soon as possible. Academic Counselling will determine eligibility to write a Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, more than 3 exams in a 47-hour period).

Note: missed work can *only* be excused through one of the mechanisms above. Being asked not to attend an in-person course requirement due to potential COVID-19 symptoms is **not** sufficient on its own. Students should check the Western website to see what directives for Covid are to be followed. Western has been and will continue to follow directives established by the Middlesex-London Health Unit. That directive will state whether students should or should not come to campus/class and any other requirements (e.g., masks are mandatory). Please check on your own and do not email the instructor, the Department Undergraduate Advisor/Coordinator or the Faculty of Social Science Academic Counselling Office.

Important Policies

Academic Consideration for Missed Work: Students must provide valid medical or supporting documentation in order to receive accommodation for missed work worth 10% or more of the final grade in the course. All required documentation for absences must be submitted to the Academic Counselling office of a student's Home Faculty. Individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds or for other reasons.

Western's policy on Accommodation for Medical Illness can be found at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf. The student medical certificate is available at https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation: When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request accommodation for their absence in writing at least two weeks prior to the holiday to the course instructor and the Academic Counselling office of their Faculty of Registration. Please consult University's list of recognized religious holidays (updated annually) at <https://multiculturalcalendar.com/ecal/index.php?s=c-univwo>.

All students pursuing academic consideration, regardless of type, must contact their instructors no less than 24 hours following the end of the period of absence to clarify how they will be expected to fulfill the academic responsibilities missed during their absence. Students are reminded that they should consider carefully the implications of postponing tests or midterm exams or delaying submission of work and are encouraged to make appropriate decisions based on their specific circumstances.

Accessibility Options: Students with disabilities or accessibility challenges should work with Accessible Education (formerly SSD http://academicsupport.uwo.ca/accessible_education/index.html), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Information regarding accommodation of exams is available on the Registrar's website:
www.registrar.uwo.ca/academics/examinations/accommodated_exams.html

Scholastic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site:
https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf

A Note on Plagiarism: Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major scholastic offence.

Plagiarism Checking: All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<https://www.turnitin.com/>).

Mental Health: Students who are in emotional/mental distress should refer to Mental Health@Western (www.uwo.ca/health/mental_wellbeing/index.html) for a complete list of options how to obtain help.

Please visit the Social Science Academic Counselling webpage for information on adding/dropping courses, academic considerations for absences, appeals, exam conflicts, and many other academic related matters:
[Academic Counselling - Western University \(uwo.ca\)](http://www.uwo.ca/academic_counselling/).

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html .To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Course Schedule and Readings:

Please refer to the Department of Sociology web site (<http://sociology.uwo.ca/>) and our OWL course site for class cancellations or changes.

(O) = Journal article available online through Western Libraries

(S) = Reading available in the Resources folder on the OWL course site

(A) = Additional reading. *these are intended to help facilitate lectures and class discussion. They will be referenced during lectures through talking points and examples – for which you can be tested on.

Details on the readings are provided in OWL. The following outline is subject to change.

WEEK 1, September 13: Introduction to the course: content, assignments, expectations

WEEK 2, September 20: Introduction to Key Concepts: What do we mean by *Life Course, Work, and Health*?

- (S) Raphael, Dennis. 2009. "Social Determinants of Health: An Overview of Key Issues and Themes." Pp. 1-17 in *Social Determinants of Health: Second Edition*, edited by D. Raphael. Toronto: Canadian Scholars' Press, Inc.
- (S) Jackson, Andrew. 2005. "Why Jobs Are Important." Pp. 5-16 in A. Jackson, *Work and Labour in Canada: Critical Issues*. Toronto: Canadian Scholar's Press, Inc.
- (O) (A) Nilsen, Charlotta, Alexander Darin-Mattsson, Martin Hyde, and Jonas W. Wastesson. 2021. "Life-Course Trajectories of Working Conditions and Successful Ageing." *Scandinavian Journal of Public Health* 50(5): 593–600.

WEEK 3, September 27: Inequality in Health Outcomes over the Life Course

- (O) Link, Bruce G. Jo Phelan, and P. Tehranifar. 2010. "Social Conditions as Fundamental Causes of Health Inequalities" *Journal of Health and Social Behavior* 51:-94.
- (O) Ferraro and Shippee. 2009. "Aging and Cumulative Inequality: How does inequality get under the skin?" *The Gerontologist* 49:333-43.
- (O) (A) Jones, Nancy L. et al. 2019. "Life Course Approaches to the Causes of Health Disparities." *American Journal of Public Health* 109(S1): S48-S54

WEEK 4, October 4: Paid Work and Health part I: The Structure of Work, Job Stress

- (S) Tausig and Fenwick. 2011. "Work and Mental Health in Social Context." in *Social Disparities in Health and Health Care 2nd Edition*. New Jersey: Pearson. Pp. 161-180

- (S) Dobson and Schnall. 2009. "From Stress to Distress: The impact of work on mental health." Pp. 113-132 in *Unhealthy Work: Causes, Consequences, Cures*. New York: Baywood.
- (O) Burgard, Sarah A. and Katherine Y. Lin. 2013. "Bad Jobs, Bad Health? How Work and Working Conditions Contribute to Health Disparities." *American Behavioral Scientist* 57(8):1105–27.

WEEK 5, October 11: Paid Work and Health part II: Emotional Labour, Work Intensification

- (S) Smith, 2009. "Emotional Labor and the Pursuit of Happiness." Pp. 299-312 in *Unhealthy Work: Causes, Consequences, Cures*. New York: Baywood.
- (O) Boyd. 2002. "Customer violence and employee health and safety." *Work, Employment and Society* 16:151-69.
- (S) Shuey and Spiegel. 2010. "The structure of IT work and its effect on worker health: job stress and burnout across the life course." Pp. 163-194 in McMullin and Marshall (eds.) *Aging and Working in the New Economy*. Northampton, MA: Edward Elgar.

WEEK 6, October 18: Paid Work and Health part 3: Gender and work

- (O) Gerstel, Naomi and Dan Clawson. 2015. "Inequality in Work Time: Gender and Class Stratify Hours and Schedules, Flexibility and Unpredictability in Jobs and Families." *Sociology Compass* 9(12):1094-1105.
- (O) Powell, Abigale, Barbara Bagilhole, and Andrew Dainty. 2009. "How Women Engineers Do and Undo Gender: Consequences for Gender Equality." *Gender, Work and Organization* 16 (4): 411-428.
- (O) Pudrovska, Tetyana, and Amelia Karraker. 2014. "Gender, Job Authority, and Depression." *Journal of Health and Social Behavior* 55(4):424-41.
- (O) (A) Collins, Caitlyn, Liana Christin Landivar, Leah Ruppner, and William J. Scarborough. 2020. "Covid-19 and the Gender Gap in Work Hours." *Gender, Work & Organization* 28(S1):101–12.

WEEK 7, October 25:

MIDTERM EXAM

WEEK 8, November 1:

READING WEEK, NO CLASS

WEEK 9, November 8: Social Policy and Workplace Policy

- (S) Levenstein, Charles, and Gregory F. DeLaurier, with Mary Lee Dunn. "By Any Other Name: Brown Lung and the Social Recognition of Disease." Pp. 1-13 in *The Cotton Dust Papers*. Amityville, NY: Baywood Publishing Co. Inc.
- (O) Allender, Steven, Derek Colquhoun and Peter Kelley. 2006. "Competing Discourses of Workplace Health." *Health: An Interdisciplinary Journal for the Study of Health, Illness and Medicine*, 10(1) 75-93.
- (O) (A) Montez, Jennifer et al. 2020. "US State Policies, Politics, and Life Expectancy." *The Milbank Quarterly* 98(3):668–99.

WEEK 10, November 15: Retirement and Health

- (S) Marshall and Taylor. 2005. "Restructuring the Life Course: Work and retirement." Pp. 572-579 in Johnson (ed) *The Cambridge Handbook of Age and Ageing*. New York: Cambridge Univ. Press.
- (O) McDonald, Lynn and Peter Donahue. 2000. "Poor Health and Retirement Income: The Canadian Case." *Ageing and Society* 20:493-522.
- (O) <https://www.npr.org/2018/09/03/640257956/opinion-a-high-school-reunion-reveals-when-steel-mills-fell-silent>
- (O) (A) Sawyer, Anne-Maree and Sara James. 2018. "Are Baby Boomer Women Redefining Retirement?" *Sociology Compass* 12(10).

WEEK 11, November 22: International and Migrant Workers

- (S) Ahonen et al. 2007. "Immigrant populations, work and health – a systematic literature review." *Scandinavian Journal of Work and Environmental Health*. 33:96-104.
- (O) Preibisch, Kerry and Jenna Hennebry. 2011. "Temporary Migration, Chronic Effects: The Health of International Migrant Workers in Canada" *Canadian Medical Association Journal* 183(9):1033–38.
- (O) Creese, Gillian and Brandy Wiebe. 2012. "Survival employment: Gender and deskilling among African Immigrants in Canada." *International Migration* 50 (5): 56-76.
- (S) (A) Hansen and Donohue. 2001. "Health Issues of Migrant and Seasonal Farmworkers." *Journal of Health Care for the Poor and Underserved* 14:153-64.

WEEK 12, November 29: Unpaid Work and the Intersection of Work and Family

- (O) DePasquale et al. 2017. “The Psychosocial Implications of Managing Work and Family Caregiving Roles: Gender Differences among Information Technology Professionals.” *Journal of Family Issues* 38(11): 1495-1519
- (O) Evandrou, Maria and Karen Glaser. 2004. “Family, Work and Quality of Life: Changing Economic and Social Roles through the Lifecourse.” *Ageing and Society* 24(5):771–91.
- (S) Presser. 2004. “Employment in a 24/7 economy: Challenges for the Family.” Pp. 46-76 in Fuchs Epstein and Kalleberg (eds) *Fighting for Time*. New York: Russell Sage.
- (O) (A) Gerson, Kathleen, and Jerry A. Jacobs. 2004. “The Work-Home Crunch.” *Contexts*, 3(4):29-37.

WEEK 13, December 6: FINAL PAPER DUE

December 10-22, 2022: Examination period

2022-2023